

Resources for TB Training and Education



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Objectives

- Understand the role of training in TB control
- Learn about the systematic approach to health education
- Increase knowledge about effective training
- Gain knowledge of available training resources

Learning

“That is what learning is.
You suddenly understand something you have
understood all your life
but in a whole new way.”

- Doris Lessing

Training is an “Essential Component”

CDC requires each state, territory, and big city TB to provide:

- Training and education for program staff
- Leadership in TB education in the community

District TB programs also have a role

MMWR: “Essential Components of a Tuberculosis Prevention and Control Program”

<http://www.cdc.gov/mmwr/preview/mmwrhtml/00038823.htm>

TB Human Resource Development Plans

Programs were asked to develop plan to

- Establish/improve in-service TB training
- Identify ongoing training needs
- Improve patient education and communication program capacity
- Coordinate training with others (e.g., HIV, STD programs)
- Target health providers or organizations serving high-risk populations



Why is Training Important in TB Control?

- TB is leading cause of death worldwide
- At risk populations: foreign-born, disadvantaged
- MDR TB
- Since many health care providers see few cases:
 - Slower to diagnose and treat TB
 - Increases risk of transmission
- General public lacks TB knowledge
- Effective TB training/education can protect health and prevent spread of TB



Your Training Audiences

What audiences do you educate?

- Other health department staff: TB, STD, HIV
- Healthcare providers
- Community organizations
- Others?

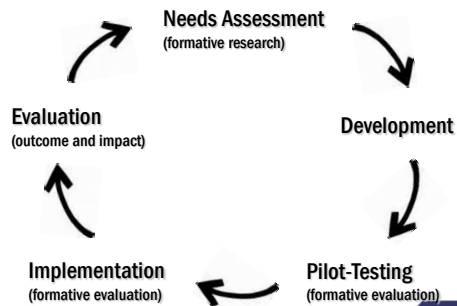


Your Role as a Trainer

- Provide training opportunities
- Serve as a resource
- Provide leadership
- Assure appropriate training materials
- Develop partnerships



Overview of Systematic Approach to Health Education



Using the Systematic Approach

Pros:

- Helps ensure more cost-effective training
- Ensures training meets identified needs
- Identifies opportunities for improvement

Cons:

- Requires more time up front
- Resource-intensive

Needs Assessment

- Systematic process to determine current needs, resources, ways to address needs
- Can be formal or informal
- Start with what you know: experiences, observations, interactions
- Use existing data
- Methods include:
 - Surveys: many online tools
 - Focus groups
 - Key informant interviews
 - Community forums

TB Nurse Training Needs Assessment Exit this survey

1. TB Nurse Training Needs Assessment

The VDH TB Control and Prevention Program staff wants to provide training that meets your needs. Please complete this brief survey to help us design the content of the TB Nurse Training Program that we hope to offer later in the year.

1. The following topics are being considered for inclusion in the TB training. Please consider your TB related job functions and rank each topic in terms of how useful it would be to you.

	Least Useful	Somewhat Useful	Useful	Very Useful	N/A
Contact investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural competency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal and ethical issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treatment of TB Disease - general overview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treatment of Latent TB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infection - general overview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug serum level testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rapid testing methodologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multidrug resistant TB/MDR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pediatric TB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TB/HIV coinfection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuberculin skin testing and targeted testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Training/Program Development

- Based on needs assessment
- Establishes goals and objectives
- Identify or develop:
 - Resources
 - Materials/curricula
 - Instructional methodology and activities
- Utilizes evaluation at each step
- Use content experts and members of the target audience
- Covers logistics: timeline, topics, speakers



Partnerships are Key

With funding decreases, partners can help with program development:

- Ensure projects continue or get started
- Broaden the scope of work
- Help to share workloads and resources

Who are your partners?



Pilot Testing

- Allows members of target audience to review materials and activities before they are finalized and mass produced.
- Answers questions about whether products/course are: understandable, relevant, attractive, credible
- Provide insights about alternate ways to present information, concepts, content, appearance, and format



Implementation

- Implement program/course/material as planned
- Develop distribution and marketing plan
- Logistics include
 - Faculty
 - Incentives
 - Copies of materials



Evaluation

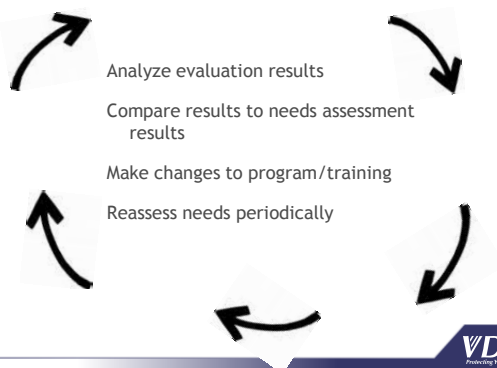
1. Process Evaluation: assess how the program is working while it is being implemented
2. Outcome Evaluation: assess intermediate or short-term effects of program; were learning objectives achieved?
3. Impact Evaluation: gathers information about long range results of program

Impact Evaluation

Answers questions such as:

- Did the user's job performance improve?
- Did the job practices of participant change?
- Are recipients of the training acting as expected?

The job is never done . . .



How To Apply These Principles

Think about your training experiences . . .

- What are some components of a **bad** training?
- What about a **good** training?

What Makes a Good Trainer?

- Do you remember a good trainer?
- In your opinion, what 1 or 2 personal characteristics made this person an effective trainer?

Facilitating an Interactive Training Lecture vs. Lecturing in a Classroom

Lecturing in a classroom for students	Facilitating an interactive training and lecture for adults
<ul style="list-style-type: none"> • Teacher provides most of the information, often in a didactic lecture 	<ul style="list-style-type: none"> • Trainer guides and stimulates the participants who also provide information
<ul style="list-style-type: none"> • Students have very little experience or knowledge to share 	<ul style="list-style-type: none"> • Participants share experiences and knowledge

Important Training Concepts

- “Facilitate” learning
- Training is NOT just education
- Telling is NOT training
- Teaching more content does NOT mean that more learning will occur
 - Identify 3 or 4 key messages

Training Basics

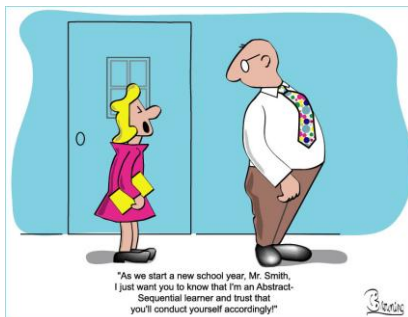
- Know your audience
- Use adult learning principles
- Be prepared to train
- Manage the training
- Communicate effectively
- Engage the participants

What Do You Know About Adult Learners?

Characteristics of Adult Learners

Autonomous and self-directed	Relevancy oriented
Accumulated a foundation of experiences and knowledge	Practical
Goal oriented	Need to be shown respect

What is Your Learning Style?



3 Basic Learning Styles



Visual

LEARN THROUGH

Watching
Observing
Reading



Auditory

LEARN THROUGH

Listening
Speaking



Tactile

LEARN THROUGH

Moving
Doing
Practicing
Touching

Exercise - Learning Style

What's my learning style quiz

<http://www.agelesslearner.com/assess/learningstyle.html>



Key Points to Learning Styles

Use a blend of training methods and materials to reach the greatest number of adult learners.

LEARNING METHODS	TRAINING MATERIALS
Interactive lectures	Slides
Discussions	Manuals/handouts
Exercise	Videos



TB Resources

- CDC
- Find TB Resources
- Regional Medical Training and Consultation Centers
- VDH TB Control website
- Others?



Centers for Disease Control and Prevention

www.cdc.gov/tb

Publications & Products

[Fact Sheets](#)

[Guidelines](#)

[Health Care Provider and TB Program Materials](#)

[Patient and General Public Materials](#)

[Publications by Format](#)

[Find TB Resources.org](#)

[Publication Order Form](#)



Find TB Resources

<http://www.findtbresources.org>

- Search for TB education and training materials
- Get information about TB organizations
- Find out about upcoming events
- Sign up for TB-related Electronic Mailing List and digests
- Locate TB images
- Locate TB-related web links
- Find out about the TB Education & Training Network (TB ETN)



National Tuberculosis Curriculum Consortium

<http://ntcc.ucsd.edu/>

Materials cover a wide range of important TB topics and offer a variety of training resources

Educational products include interactive computer-based clinical cases, resource banks, and other educational assets covering TB



Regional Training and Medical Consultation Centers

- Southeastern National TB Center
 - <http://sntc.medicine.ufl.edu/>
- Francis J. Curry National TB Center
 - <http://www.nationaltbcenter.edu/>
- Heartland National TB Center
 - <http://www.heartlandntbc.org/>
- Northeast National TB Center
 - <http://www.umdj.edu/globaltb/home.htm>

All RTMCC Products:

<http://sntc.medicine.ufl.edu/RTMCCProducts.aspx>



New TB Website Coming Soon

<http://vdheis:8000/epidemiology/DiseasePrevention/Programs/Tuberculosis/index.htm>

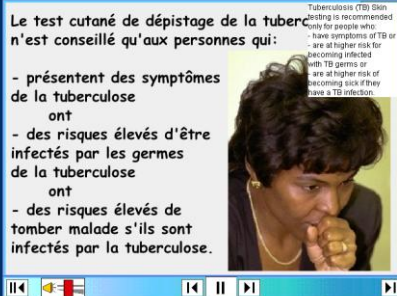
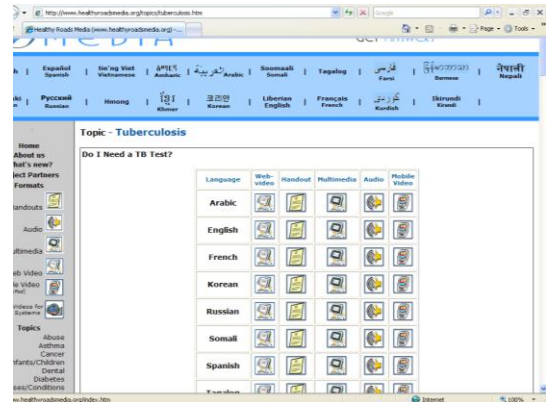


VDH TB Website

Patients

- 7 pamphlets developed by Virginia TB Control & VDHNC
- Partnership with Healthy Roads Media
- Work initially supported by National Library of Medicine grant
- Available in 15 languages in print version
- Available in 9 languages in multimedia/audio form
- Limited topics/languages in mobile web format

<http://www.vdh.virginia.gov/epidemiology/DiseasePrevention/Programs/Tuberculosis/Patients/>



Adapting Materials to Local Needs

- Literacy and language
- Demographics
- Target audience learning styles, knowledge, attitudes and beliefs
- Image preferences

New TB Resources

- Print version of the 5th edition of the Core Curriculum on Tuberculosis: What the Clinician Should Know is now available for ordering on the CDC TB Publications Order Form, Publication number: 21-1092
- Tuberculosis Nursing: A Comprehensive Guide to Patient Care, 2nd edition. NTCA and National TB Nurse Coalition

http://tbcontrollers.org/?page_id=449



Technology Tools



Technology Offers More Training Tools

- Onsite audience participation: Turning Point, cell phone polling
- Distance learning: webinars, video conferencing, video chat
- Social learning: facebook, linkedin, groupsite
- Informal learning: youtube, google docs, blogs
- Discussion groups



Special Thanks to. . .

